**Click on** <http://educate.intel.com/en/ThinkingTools/SeeingReason>  
  
**1.** Explore the Intel Seeing Reason Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?  
  
**Helpful Suggestion:** Consider the type of reasoning students demonstrate as they use Seeing Reason and how their activity involves multiple intelligences.

From Intel’s analysis of critical thinking:

* Students will think about and talk about their learning.
* Students will negotiate the meaning of their symbols and make their ideas public.
* Students will translate from one form of knowledge to another.
* Students will transfer their knowledge to other cause-and-effect situations.
* Students will gain experience in using tools for problem solving.

From the list of benefits that Intel expects students to learn, I notice that this software allows great use for introducing a topic for discussion. As the example cited, maybe a driver’s training course on learning safety issues around driving or history lessons. I will need more exposure to this software to see other than introducing a lesson, how this would not weigh-students-down if we kept referring back to the software. How fast does the novelty wear off? I could see this tool helping teachers explain a lesson or a great introduction to a lesson. Critical thinking comes directly from manipulating the figures and talking with others as well as the teacher.

**2.** Click on Try the Tool and then click on the Demo and read the Project Description [Road Safety](http://gthy2011.wikispaces.com/Tech+Activities+Critical+Thinking). The map shows student’s ideas about causes of traffic jams. Create a new factor, describe its relationship to traffic jams, and add it to the map. Explain what you did.  
  
**Helpful Suggestion:** Factors are in boxes; arrows indicate relationships (red for decreasing and blue for increasing) and size of the relationship (thicker lines show a greater relationship). Use the icon to create a new factor, and the second icon to add a new relationship between the factors. Watch what happens on the map.

I called my creation “distractions and accidents.” I described its relationship to traffic jams as the secondary source of traffic jams (primary source outside of mainstream traffic, such as distractions that cause accidents on weekends). I would ask students if they know of anyone who drives distracted and asked them to list what they would describe as distracted driving (i.e. cell phones, kids in the car, eating while driving, etc.). I would chat with them as they were doing this to keep them focused or assist in idea generation.

**3.** Next click on the Tutorial (underneath Demo on the Try the Tool page) and view the animation. What are the key steps a teacher must take to set up the Seeing Reason Tool and engage students in using the tool?  
  
**Helpful Suggestion:** View the Animation and read the directions on pages 1-6 of the tutorial.

Create factors and add “relationships between factors.” The teacher must add students to the tutorial. Then add teams and team identifications. Students must place factors into the space and show relationships between them. Students color code their factors. Teacher needs students to progress through the program to make it work effectively. Students can save their work to the portfolio and the teacher can view their progress in real time.

**4.** Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Seeing Reason Tool?  
  
**Helpful Suggestion:** Consider the grade level and subject area you plan to teach and how you could modify one of the projects or create your own from scratch. What [curriculum](http://gthy2011.wikispaces.com/Tech+Activities+Critical+Thinking) goals would your Seeing Reason Project address?

The Seeing Reason Tool allows the topic to be viewed at the macro level. Would be a great chance to introduce topics and allow the students to see where the class is going. Might be a good time to brainstorm topics, assign readings, and explore projects. This could easily be modified to meet the goals and objectives of 6-12 grades. The curriculum goals would be to establish where the students need to focus. The teacher could define it.

**Click on:**<http://educate.intel.com/en/ThinkingTools/ShowingEvidence>  
  
**5.** Explore the Intel Showing Evidence Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?  
  
**Helpful Suggestion.** Consider the type of reasoning students demonstrate as they use Showing Evidence and how this activity develops both critical reasoning and content knowledge.

Showing Evidence Tool as Intel indicates allows students to rationalize arguments. Rationalizing arguments allows students to critically think as well as solidify their view of the world around them. This grounding in real world events as well as rationalizing with other students is where the long term value of understand and learning is obtained.

**6.** Click on Try the Tool and watch the Animated Overview to learn how to set up an account and copy a project into the Teacher Workspace. Next click on the Secondary Demo and read the Project Description for Serious Malady Explain how each of the assessments provides guidance to students throughout the project.

**Helpful Suggestion:** There are embedded assessment links throughout the instructional procedures.

The Showing Evidence tool allows students to rate evidence based on their claims. It appears the tool allows students to work through ideas, support them with evidence, rate your own claims based on the evidence, and create new evidence. The assessments allow students to substantiate their own or prescribed claims and work through the difference of evidence and perception. The teacher can assist this project by monitoring and inserting questions, it is a multiple assessment tool.

**7.** What are the key steps a teacher must take to set up the Showing Evidence Tool and engage students in using the tool?  
  
**Helpful Suggestion:** Click on the Tutorial (on the Try the Tool page) and view the animations. Also read the directions on pages 1-6 of the tutorial.

Similar to Seeing Reason tool, there simple data to input that is easy to follow through directions, explanations, etc. such data includes project name, project description, questions for students to answer, and version (standard or simplified). The teacher then clicks on Initial Setup to prompt student input. The students must input their portion of the data so the program can then run, in which at that time the teacher and students can send and receive messages.

**8.** Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Showing Evidence Tool?  
  
**Helpful Suggestion:** Consider the grade level and subject area you plan to teach and how you could modify one of the projects or create your own from scratch. What curriculum goals would your Showing Evidence project address?

After seeing the program it appears highly relevant to science from the example. After formulating it a little I think for social science a court case could be planned and rationalize the situation that occurred. Past court cases could be analyzed. In geography the students could analyze evidence based on maps and map reading. Any material as long as it fits the parameters of the program can be used.